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ABSTRACT

The Kinder Lernen Deutsch (LKD) materials evaluation project identifies materials appropriate for the elementary school German classrooms in grades K-8. This guide consists of an annotated bibliography, with ratings, of these materials. The guiding principles by which the materials were assessed were: use of the communicative approach; integration of subject-area content from the regular curriculum into the German curriculum; functional use of grammar; consistent use of German; promotion of intercultural understanding; use of concrete materials (visuals, props, realia); age appropriateness; use of learner-centered activities; incorporation of a spiral approach to language concepts and topics; and flexibility. The criteria, with a five-point rating scale, included evaluating: the goals, organizing principles, cultural content, subject-content, thinking skills, bias, flexibility, physical characteristics, support materials, and costs of each item. Thirteen commercial texts were recommended. Each description includes: title; author; publisher; sources; publication date; intended age level; intended language development level; ISBN number; components; comments (an annotation); and KLD rating. A suggested sequence of materials for programs of foreign language in the elementary school (FLES), suggestions for supplementary materials for a basic classroom library, a list of dictionaries, teacher resources (songs and rhymes, visuals and teaching methods), magazines, recommended catalogs, and publishers' addresses conclude the document. (MSE)

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American Association of Teachers of German

Kinder Lernen Deutsch

Materials Project Part I

January, 1992

American Association of Teachers of German
112 Haddontowne Court #104
Cherry Hill, NJ 08034

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We are particularly grateful to the members of the Materials Evaluation Committee: Horst Bussiek, German Language Consultant from the Georgia Department of Education, Helena Curtain, Milwaukee Public Schools, Carol Ann Pesola, Concordia College Moorhead, (MN), and Pat Pillot, Ferndale Public Schools (MI). A special thanks goes to Barbara Kerce from International Book Import Service who provided ordering information for many of the materials listed. Our association is indeed fortunate to have such experts in the field among its members.

Our thanks go to publishers and suppliers who submitted materials to the KLD project. They are:

Dürr-Kessler, Buchhandlung und Verlag GmbH
Ernst Klett Verlag
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Hueber Verlag
Langenscheidt Publishers
National Textbook Company
Verlag für Deutsch
Verlag J.F. Schreiber

KINDER LERNEN DEUTSCH MATERIALS EVALUATION PROJECT GRADES K-8

INTRODUCTION

The *Kinder Lernen Deutsch* materials evaluation project came about because of the need to identify materials appropriate for the elementary school German classroom in grades K-8.

The materials included are of varying quality and types. It is important to note that the project participants examined only those materials that had been submitted, and they may have missed others of excellent quality because they were not available at the time. A five point rating scale has been used as a quick point of reference to summarize the KLD Team-recommendation. A rating of 5 is highest and a rating of one is lowest.

GUIDING PRINCIPLES

The guiding principles and the evaluation instrument which follow were used as the basis for the materials evaluation. Paramount is the idea that the German program will contribute to the total development of the child.

Teaching for communication

The basic goal of the program is that the students will be able to communicate in German about real matters that are of interest and relevance to them.

Integration of subject-content from the regular elementary school curriculum into the German curriculum

Integration of subject content enhances thinking skills and academic skills and also provides meaningful topics for communication. In addition it partially answers the question of where to find time in the curriculum for an elementary school foreign language program. If subject content skills and concepts are taught or reinforced in the German class, this builds a stronger justification for the role of a foreign language in the curriculum.

Functional use of grammar

The curriculum is organized according to topics that are meaningful to the students, and the grammar that is taught supports the ability of the students to communicate about those topics.

Consistent use of German

The language of the classroom is German. When English is used in rare instances, the transition between languages is careful and deliberate and only one language is used at a time. The languages are never mixed.

Promotion of intercultural understanding

Students in the German class have experiences with all the German-speaking cultures to help them value cultural diversity.

Use of concrete materials

Visuals, props, realia and hands-on activities are an integral part of instruction.

Age appropriateness

Activities are geared to the needs, interests and developmental level of the students.

Learner-centered

Activities are learner-centered and not teacher-centered, in that they reflect the interests of the specific learner group and their interactions.

Spiral approach

Language concepts and topics are constantly reentered so that students can internalize and expand on the material they have learned.

Flexibility

The program, materials and planned activities are flexible so as to best meet the needs of each individual student and group of students.

EVALUATION CRITERIA FOR K - 8 GERMAN TEACHING MATERIALS

These criteria reflect our understanding of what materials that reflect the guiding principles outlined above should look like .

Goals

Goals of the program or authors are clearly stated	1 2 3 4 5
A scope and sequence is carefully developed and clearly presented	1 2 3 4 5
The amount of vocabulary used in each level is appropriate	1 2 3 4 5
Materials reflect authentic use of language	1 2 3 4 5
Materials are suitable for the age, interests and background of the intended audience	1 2 3 4 5

Organizing Principles

Communication rather than grammar serves as the organizing principle	1 2 3 4 5
Work with grammar concentrates on functional use rather than analysis	1 2 3 4 5
Activities focus on meaning rather than on form	1 2 3 4 5
Use of English is avoided in student materials and discouraged in the activities described in the teacher manual	1 2 3 4 5
Materials reflect awareness of current methodology	1 2 3 4 5
Materials are oriented to activity and experience rather than to exercise and drill	1 2 3 4 5
Materials are organized thematically	1 2 3 4 5
Materials provide opportunities for meaningful, purposeful language use	1 2 3 4 5
Materials develop a solid listening and speaking base upon which to build reading and writing skills	1 2 3 4 5
Materials provide for a variety of types of classroom organization, i.e. pairs, small groups, individual work	1 2 3 4 5

Culture

Culture is integrated into the program materials	1 2 3 4 5
There is an emphasis on experiencing culture rather than learning about culture	1 2 3 4 5
Culture is presented from a global perspective rather than focusing on a single country, region, or ethnic group	1 2 3 4 5
The situations and language presented are culturally authentic and up-to-date	1 2 3 4 5
Materials promote an appreciation of the value and richness of cultural diversity and international understanding	1 2 3 4 5
Resources are provided for songs, games, and children's literature	1 2 3 4 5

Subject-Content and Thinking Skills

Provision is made for the teaching of grade-appropriate subject content in the target language and/or interdisciplinary content/activities	1 2 3 4 5
Materials are conducive to the development of higher-order thinking skills, and not restricted to rote learning	1 2 3 4 5
There are opportunities for students to personalize both language and cultural learning	1 2 3 4 5

Bias

Illustrations and text are free of racial, gender, and cultural bias	1 2 3 4 5

Flexibility

Materials are adaptable to different program models and time allocations	1 2 3 4 5
Materials provide options for a variety of student learning styles--visual, auditory and kinesthetic	1 2 3 4 5

Physical Characteristics

Student materials are visually oriented	1 2 3 4 5
Core material includes color illustrations and photographs	1 2 3 4 5
The size of print in student materials is the same as that used in subject content textbooks at the same grade level	1 2 3 4 5
The materials are durable	1 2 3 4 5

Support Materials

The teacher's manual is practical and useful (English version)	1 2 3 4 5
The teacher's manual is practical and useful (German version)	1 2 3 4 5
There is a variety of support materials available	1 2 3 4 5
Taped materials feature native-speaker voices speaking naturally in presentation of songs, rhymes, and stories	1 2 3 4 5

Budget

Materials are affordable	1 2 3 4 5

Adapted from Curtain, H.A. and C.A. Pesola.

Languages and Children: Making the Match. Reading, MA: Addison-Wesley, 1988, p. 230-232

Descriptions of Recommended Commercial Text Materials

DESCRIPTIONS OF RECOMMENDED COMMERCIAL TEXT MATERIALS

Title: **Zehn Kleine Zappelmänner**
Author(s): Rotraud Cros
Publisher: Klett Edition Deutsch
Source: Klett Edition Deutsch
Date: 1990
Intended Age Level: 5 - 7
ISBN number: 3-12-675090-7
Components:

Deutsch als Fremdsprache für Vor- und Grundschulkinder. Handbook in German.

Student Book. *Zappelmann, du bist dran. Mein erstes Sing, Bastel und Spielheft.*

Cassette tape

Comments:

The books are designed for ninety minutes of instruction for 32 weeks, incorporating the celebrations and routines of the German classroom. The seasons, lantern festival, "Karneval", Easter, normal routines and play provide the setting for many of the lessons. A short forward explains the framework of the text. Lessons are rich in culturally appropriate songs, rhymes, activities, games, some crafts, and a few recipes. Instructions for finger and stick puppets, directions for the lantern, Christmas star, advent calendar, a small game board, animal faces, and text and much for the songs are included in the appendix. There are many good ideas in the teacher's book that could be helpful to a beginning elementary school foreign language teacher who is in need of a basic reference for a one-year program for young children.

In the student book, some of the pages are blank for drawing and coloring, some are pictures for coloring and filling in details. The text and music for the songs are also included. The student book is not substantial enough to warrant the expense of one per student. The pages are however, directly related to the lessons and could be a means of helping the students share with their parents what they have learned in class.

KLD Recommendation: ✎ ✎ ✎ ✎

Title:	***Du und Ich***
Author(s):	H.Göbel, T.Müller, M.Schneider
Publisher:	Langenscheidt
Source:	Langenscheidt
Date:	1983
Teacher's manual:	German
Intended age level:	K-1
KLD Recommendation:	K - 2 (visuals useful K - 5)
Intended language development level:	Beginners
ISBN number:	3-468-49991-4
Components:	Unterrichtspraktisches Handbuch Medienvorlagen Liederheft

Comments:

Highly recommended, this series for young children includes a book of visuals and handouts on reproducible sheets, a handbook of complete directions with suggestions for use and songbook. Program is content related, culturally rich and highly varied.

KLD Recommendation:

Title:	***Spielstraße Deutsch***
Author(s):	Mechthild Borries-Kopp, Brigitte Jonen-Dittmar
Publisher:	Verlag List - Schroedel
Source:	Verlag List - Schroedel
Date:	1991
Teacher's manual:	German
Intended age level:	Grades 3-5
KLD Recommendation:	Grades 3 - 5
Intended language development level:	Beginners
ISBN number:	3-626-01418
Components:	Materialien und Spiele Lehrerhinweise Audiocassette Videocassette

Comments:

The core book offers 56 different activities which cover a wide variety of topics of interest to elementary school learners. These activities are well explained in the *Lehrerhinweise* and are further supported through examples on the videotape for teachers.

All the materials are in German. The manual would be more useful in an English version. The activities contain well designed and executed artwork of great appeal to young learners. *Spielstraße Deutsch* is a valuable addition to every elementary school teacher's supply of materials because it can be used in so many ways at different stages of the learning process.

KLD Recommendation: *𝒪 𝒪 𝒪 𝒪*

Title:	***Hallo, Peter - wir lernen Deutsch***
Author(s):	Bernhard Weisgerber, Helga Böhm, Rüdiger Urbanek
Publisher:	Kessler Verlag
Source:	Kessler Verlag
Date:	1990
Teacher's manual:	German
Intended age level:	Children between 8-12
KLD Recommendation:	Grades 3 - 5
Intended language development level:	Beginners
ISBN number:	3-8018-5000-X

Components:

Lehrbuch 1 - 2
Arbeitsheft mit Bildwortkarten 1 - 2
Cassette 1 - 2
Lehrerkommentar 1 - 2
Liederkiste 1 (Cassette
und Liederheft)

Comments:

Hallo, Peter is in many ways a traditional language course that does not lend itself well to a program based on content-related instruction. The reading and writing passages are stronger than the listening and speaking sections which leaving most oral activities to the additional work of the teacher.

Most of the topics in the two books are of interest to learners of the intended age. Some cultural materials are definitely for learners in the upper grades.

KLD Recommendation: ✐ ✐

Title:	***Komm Bitte***
Author(s):	Hermann Schuh
Publisher:	Hueber
Source:	Hueber
Date:	1987
Teacher's manual:	German
Intended age level:	Grades 1-5
KLD Recommendation:	Grades 2-5
Intended language development level:	Beginners, Intermediate
ISBN number:	3-19-001431-0
Components:	Schülerbuch 1 - 4 Lehrerhandbuch 1 - 4 Arbeitsheft 1 - 4 Cassetten 1 - 4 Transparente 1 - 4 Handpuppen 1

Comments:

Komm Bitte is a communicative, activity-oriented course that integrates listening, speaking, reading and writing. It is a complete textbook series of 4 levels with a teacher handbook in German. Even if the entire series is not adopted, teachers may find many of the components useful. Effective use of the program depends on extensive use of the teacher handbook which is written entirely in German. The program can start in grade 2 or earlier (reading would begin in grade 3).

KLD Recommendation: ✎ ✎ ✎

Title:	***Deutschmobil***
Author(s):	Jutta Douvitas-Gamst, Elefetherios Xanthos, Sigrid Xanthos-Kretzschmer
Publisher:	Klett Verlag
Source:	Klett Verlag
Date:	Book 1 1990 Book 2 1991
Teacher's manual:	German
Intended age level:	Grades 3-5
KLD Recommendation:	Grades 5 - 8
Intended language development level:	Beginners
ISBN number:	3-12-675040-0
Components:	Book 1 - 2 Cassette 1 - 2 Workbook 1 - 2 Teacher's handbook 1 - 2 (A third level is planned for 1992)

Comments:

The adventures of Willi and Milli frog are presented with materials that are colorful and appealing. Both the book and the workbook have exercises which are engaging, creative and well-designed. There are two levels currently available, with a third level planned. The text is organized thematically with grammar points that are integrated within each theme. The table of contents does not reflect the organization of the materials.

The themes for Book 1 are: introduction to German, school games and sports, family and home, Germany, zoo animals, circus, eating and drinking, illness, travel. Book 2 themes are: ghost stories; fairy tales and stories from the past; adventurers; pirates and vikings; class trip; hobbies; free time and games; knights and castles; houses and living; in the city.

Two problems are that the teacher guide is only in German and the cartoon frog characters could become tiresome, as they appear throughout the text. A structured grammar approach is pervasive and seems to dominate the approach. Some older students may not find the cartoon characters appealing.

KLD Recommendation: ✎ ✎ ✎

Title:	***Deutsch mit Peter und Petra: Ein Lese- und Arbeitsbuch für die Grundschule***
Author(s):	Gisela Rozek Giusti and Fabiana Zanata Merci
Publisher:	Verlag für Deutsch
Source:	Verlag für Deutsch
Date:	1988-91
Teacher's manual:	German
Intended age level:	Appears to be 7-10
KLD Recommendation:	Grades 3-5
Intended language development level:	Beginners
ISBN number:	3-88532-340-0
Components:	Band 1 - 3 Lehrerheft zu Band 1 - 3 Audiocassette zu Band 1 - 3 Liedercassette mit Liederbuch

Comments:

Black and white workbook format, not intended for duplication. The teacher guide is in German, includes tests, teaching ideas, picture cards to copy. Tapes include dialogues, readings, some songs using children's voices, as appropriate, and some sound effects.

Begins with alphabet and a heavy emphasis on pronunciation and practice, but this emphasis is not continued throughout the program. Each level consists of ten units, and is intended to provide materials for an entire year. Units are very streamlined, with few ideas for introduction and use of language, but many of the ideas given are valuable. Considerable culture is embedded in the illustrations, songs, and events from the units. Vocabulary is limited. Central characters are depicted as older in each volume; level 3 is clearly directed to 10 year olds.

Although this series is intended as a full program, it will likely be most useful to supplement and enrich units from other sources. The visual material is appealing; however, it is not multicultural or reflective of varied family configurations or differing gender roles.

KLD Recommendation: ✐ ✐ ✐

Title:	***Schreiben macht Spaß***
Author(s):	G. Neuner
Publisher:	Klett Edition Deutsch
Source:	Klett Edition Deutsch
Date:	1990
Teacher's manual:	German
Intended age level:	11-14 years old
KLD Recommendation:	upper elementary and middle school for students with 3-4 years of previous German experience.
Intended language development level:	Intermediate
ISBN number:	3-12-675430-9
Components:	Workbook (48 pages)

Comments:

This is the first volume in a projected series. It includes exercises for the development of writing skills, presented as worksheets designed for the teacher to duplicate in class quantities. The exercises are arranged in approximate order of difficulty, and intended as a supplement to existing curriculum. Layout is attractive and uncluttered, with illustrations by Theo Scherling. Tasks are based on communicative vocabulary and are appealing for the middle school age student. An excellent table of contents lists the vocabulary and the grammar to be practiced for each activity.

KLD Recommendation:

Title:	***Heraus mit der Sprache***
	Eine kleine Grammatiklehre für Kinder
Author(s):	Jutta Alice Kuehne
Publisher:	Kessler Verlag
Source:	Kessler Verlag
Date:	1990
Teacher's manual:	No
Intended age level:	6-8 years
KLD Recommendation:	None
Intended language development level:	Beginners
ISBN number:	3-8018-5080-3
Components:	Heft 1 Einzahl - Mehrzahl
	Heft 2 Schwache Verben
	Heft 3 Präpositionen mit dem Dativ
	Heft 4 Bestimmte und unbestimmte Artikel

Comments:

There is very little use for those materials in a communicative language program in an American setting. However, they contain attractive and colorful drawings by elementary school learners and these may be used as a starting point for other elementary school learners to do similar work.

KLD Recommendation: ✐

Title:	***Achtung - fertig - Deutsch 1***
Author(s):	
Publisher:	Westermann Schulbuchverlag
Source:	Westermann Schulbuchverlag
Date:	1990
Teacher's manual:	German
Intended age level:	Grades 1-5
KLD Recommendation:	Grades 3 - 5
Intended language development level:	Beginning
ISBN number:	3-14-110121-3
Components:	60 Karteikarten 2 Lottospiele 96 Wendekarten 1 Wörterliste 10 Arbeitsblätter 1 Bearbeitungsbogen Hinweise zum Einsatz

Comments:

This pack of learning cards is a teaching aid which learners can use with or without assistance. It helps build basic vocabulary from areas of 6 to 10 year old learners' experiences. The sixty cards offer exercises in writing with supplementary reading tasks. There are also illustrated word-cards and lotto games to practice vocabulary and verbs.

The materials are culturally appropriate and most of the pictures are drawn in a clear and appealing way. This product is an additional tool to be used by a versatile teacher to enrich the program and to be able to provide differentiated group work.

KLD Recommendation: ✎ ✎ ✎

Title:	***Mina und Otto Ein Lese- und Schreiblehrgang in Deutsch als Fremdsprache für Kinder in der Grundschule***
Author(s):	Jutta Douvitsas-Gamst and Sigrid Xanthos-Kretzschmer
Publisher:	Klett Edition Deutsch
Source:	Klett Edition Deutsch
Date:	1989
Teacher's manual:	German
Intended age level:	Middle and upper grades of the elementary school
KLD Recommendation:	Upper grades
Intended language development level:	Intermediate
ISBN number:	3-12675-030-3
Components:	Schülerbuch Schreiblehrgang 1 Schreiblehrgang 2 Lehrerhandbuch Cassette mit Dialogen und Liedern

Comments:

The material is focused on developing reading and writing skills. The topics relate to everyday experiences of children of elementary school age: school, playing, family, birthdays, pets, illness, at the doctor's, friends, looking at your environment, in a restaurant, cooking, circus, holidays. The texts include fairy-tales, dreams, magicians, ghost stories. Vocabulary and structures are introduced with careful progression.

The student book is printed in black and white so that the students can color it.. There is a vocabulary list at the end of the book. The *Schreiblehrgang* in cursive follows the units of the *Schülerbuch* directly. The teacher's manual contains detailed descriptions and explanations of what the books and units offer. The German used does not contain educational jargon and is thus very user-friendly.

Mina und Otto is not a coursebook in the traditional sense. It allows the teacher to introduce and develop reading and writing at the appropriate moment for her/his students and offers a lot of additional material which is culturally relevant and technically well presented.

KLD Recommendation: ✎ ✎ ✎ ✎

Title:	***Wer? Wie? Was?***
Author(s):	Harold Seeger
Publisher:	Gilde Buchhandlung, Carl Kayser
Source:	Gilde Buchhandlung und Verlag, Postfach 1649, D-5300 Bonn 1
Date:	1985
Teacher's manual:	German
Intended age level:	Grades 3-6
KLD Recommendation:	Grades 3 - 8 (see comments)
Intended language development level:	Beginners
ISBN Number:	0-560-24511-4
Components:	Schülerbuch 1 - 3
	Lehrerhandbuch 1 - 3
	Schülerarbeitsheft 1 - 3
	Cassetten 1 - 3
	Dias (70) 1 - 2
	Folien 2 - 3
	Handpuppe 1

Comments:

This visually appealing textbook series is designed for elementary school foreign language Programs, and is organized around communicative themes. Material presented is worked into subsequent units for review. Book, One is a bound textbook with speaking exercises, a song or rhyme, cartoon readings, and a vocabulary expansion section for each lesson. There is a grammar section at the end of each chapter.

Themes for level one include greetings, family, classroom calendar, free time, telling time, birthdays, animals, money, body parts, Germany, and clothing. Book Two includes color photographs, a variety of fictional readings, and authentic short reading excerpts from various everyday sources. Themes at this level are a new student, our school, my day, our hobbies, our animals, we living Cologne, a birthday party, traveling, a city adventure, clowns, robbers, and musicians. Book Three adds mysteries, short stories based on books and movies, and nonfiction reading selections about topics of interest to the middle school age child.

The black and white workbooks add a variety of reading and writing exercises, and a word list for student work. These workbooks are well designed to stimulate thinking and conversation. A teachers handbook in German, is well developed and detailed but uses considerable technical language and may be difficult to use for many teachers. Problems: Because of the amount of material covered in each book, two years are needed for each level.

KLD Recommendation: ✐ ✐ ✐ ✐

Title:	***Deutsch Konkret***
Author(s):	Gerd Neuner, Peter Desmarets, Hermann Funk, Michael Krüger and Theo Scherling
Publisher:	Langenscheidt
Source:	Langenscheidt
Date:	1983
Teacher's manual:	English or German
Intended age level:	10-15 or Grade 7 and up
KLD Recommendation:	6-10
Intended language development level:	Beginners, Intermediate
ISBN Number:	0-88729-754-3
Components:	Text 1, 2, 3 Teacher Book Workbook Cassettes Transparencies Tests Resource Package

Comments:

The texts in this series are available in hard or soft covers. Workbooks are offered in all German or English/German formats. It is designed for use at the middle school/junior high level, but is also effective for high school students. Material is presented using the communicative approach and has strong visual appeal. Grammar is presented communicatively in small steps in a spiral approach which may be unfamiliar to some teachers and may necessitate some adjustment on part of some teachers.

KLD Recommendation: ✎ ✎ ✎ ✎

SUGGESTED SEQUENCING OF MATERIALS FOR ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

Although elementary school foreign language programs are of several types, this project focuses on FLES (Foreign Language in the Elementary School) programs. FLES programs are taught one to five times per week for class periods of twenty minutes to an hour or more. (Minimum recommended time allotment is 90 minutes per week.) Some FLES classes integrate other areas of the curriculum, but because of time limitations the focus is most often the second language and its culture.

Each of the materials listed below is a beginning program, intended for learners at the age/grade level indicated. These texts can also be used in sequence, with the overlap between programs serving as a review. Teachers must decide when a group of learners has spent enough time in one text series, and at what point in the next series the class should begin. Each of the models below suggests a possible sequencing of materials for a program in grades K-8. The Loseblattsammlung, available from the AATG, is a rich source of supplementary activities and materials.

Materials for Elementary School Foreign Language Programs Grades K-8

	Beginning in Kindergarten	Beginning in Grade One	Beginning in Grade Two	Beginning in Grade Three	Beginning in Grade Four	Beginning in Grade Five	Beginning in Grade Six	Beginning in Grade Seven	Beginning in Grade 8
K	10 Kleine Zappel Manner								
1	Du und Ich	Du und Ich							
2	Du und Ich	Du und Ich	Komm Bitte 1						
3	Peter 1 und Petra	Peter und Petra 1	Komm Bitte 2	Wer? Wie? 1 Was?					
4	Peter 2 und Petra	Peter und Petra 2	Komm Bitte 3	Wer? Wie? Was? 1	Wer? Wie? Was? 1				
5	Peter 3 und Petra	Peter und Petra 3	Deutschmobil 1	Wer? Wie? Was? 2	Wer? Wie? Was? 1	Deutschmobil 1			
6	Wer? 2 Wie? Was?	Wer? Wie? 2 Was?	Deutschmobil 2	Wer? Wie? Was? 2	Wer? Wie? Was? 2	Deutschmobil 2	Deutschmobil 1		
7	Wer? Wie? 2 Was?	Wer? Wie? 2 Was?	Deutschmobil 3	Wer? Wie? Was? 3	Wer? Wie? Was? 2	Deutschmobil 3	Deutschmobil 2	Deutsch Konkret 1	
8	Wer? Wie? Was? 3	Wer? Wie? 3 Was?	Deutsch Kokret 2	Wer? Wie? Was? 3	Wer? Wie? Was? 3	Deutsch Konkret 2	Deutschmobil 3	Deutsch Konkret 1	Deutsch Konkret 1

SOME SUGGESTED SUPPLEMENTARY MATERIALS FOR A BASIC CLASSROOM LIBRARY

The following supplementary materials are identified as being useful for elementary school German programs developed according to the guidelines and program described elsewhere in this document. They were selected exclusively from the materials submitted for consideration by the committee and do not represent a definitive list. The committee thinks, however, that this collection is representative of the variety and types of materials useful for a teacher beginning a program. Most materials listed are available through American suppliers.

KINDER LERNEN DEUTSCH BIBLIOGRAPHY

For more extensive listing, AATG offers the 36-page *Kinder Lernen Deutsch Bibliography* which contains recommendations for various topics and subject areas as well as for library books. This document is available at $3.00 a copy. For an even more comprehensive listing, AATG also offers the *Bibliography for the Teaching of German at Primary Level* developed by the Languages other than English (LOTE) Centre, Ministry of Education and the Education Committee of the Association of German-speaking Communities in Victoria, Melbourne, Australia. This 72-page listing describes the content of several hundred materials, and includes the language level, interest level and evaluation of the materials. This bibliography is available for $5.00.

VIDEOS

Pusteblume, Internationes

About German children's outdoor activities that are related to subject content during the four seasons.

KLD Recommendation: ✎ ✎ ✎ ✎

***Muzzy Language Course for Children (German version)*, Levels I & II**

ISBN 84-7638-028-5 BBC (available from Early Advantage)

This cartoon series, developed by the BBC, tells the story of Muzzy, a clock-eating monster from outer space, and life in the magical kingdom of Gondoland. Presented entirely in German, language is carefully developed and reinforced in appealing situations and songs. Although these materials are marketed primarily for home use, they can be useful and motivating supplements to any program. Because the cartoons and the story are so universal, Muzzy can be used with any age group. This videotape series is identical in French, Spanish, German, Italian, and English, so there is little German cultural content.

KLD Recommendation: ✎ ✎ ✎ ✎ ✎

The Pappenheimers **Oregon Public Broadcasting/*Langenscheidt***

Components:

- Videotapes collection of half-hour programs; each can be used as 2 15-minute segments
- Collection of 2-minute cartoon segments from full-length programs, available separately
- Audio tape of cartoon segments
- Student book presenting cartoon segments with English translation and phonetic transcription of the German

Comments:

These half-hour programs were developed to air on public television. They present authentic, well-filmed situations from many parts of Germany, interspersed with extensive English language commentary and translation. The series is narrated by Charlie Pappenheimer, a singing host whose manner is appealing mainly to the youngest students. The cartoon segments are entirely in German, reinforcing important vocabulary and structures from each lesson but usable as a supplement with any materials at any level.

The series is valuable primarily as a supplement for grades 2-5, although its heavy use of English and translation and some of the recurring introductory material will limit its usefulness in many situations. The cartoon segments alone are very useful and appealing. This series can serve as useful publicity for German when it is shown on educational television.

The student book and cassette are available from Langenscheidt; request the videotapes and the text for the German segments of the program from Oregon Public Broadcasting.

KLD Recommendation: ✐

DICTIONARIES/*DUDEN*

Amery, Heather and Cornelie Tucking. *The First Thousand Words in German*. Tulsa, EDC Publishing Co. 1979. (Available from AATG)

Meyers Kinder Lexikon - Langenscheidt

Illustrated, children's encyclopedia with short definitions. There is a color illustration for each of the 1000 words defined.

Kinderduden , Langenscheidt

Thirty colorful, short stories (each one page in length) for reading silently or aloud. Each has an illustrated vocabulary list and evolves around a specific vocabulary field, e.g., school, holidays, farm, clothing, hospital, etc.

Let's Learn German Picture Dictionary - National Textbook Company

Colorful scenes with German and English captions for each word.

Mein Erster Brockhaus. Ein buntes Bilder-ABC. Wiesbaden: F.A. Brockhaus, 1982.

ABC book for children with many examples of words for each letter. More than 500 color illustrations contain cultural information.

TEACHER RESOURCES

Songs and Rhymes

Dirx, Ruth and Renate Seelig. *Kinderreime*. Ravensburg: Otto Maier, 1987.

154 pages of rhymes for children, organized by rhyme type.

Jacobi-Vrigmaud, Irene. *Sonne, Mond und Sterne*. Bonn: Inter Nationes.

Poetry, songs and games are woven into thematic supplementary units for children ages 8-10. Four color transparencies and a cassette tape of the rhymes and songs accompany the teacher handbook, some exercises incorporated with each unit.

Neuner, Vahle. *Paule Puhmanns Paddelboot. Zehn Lieder zum Singen, Spielen und Lernen*. München: Langenscheidt, 1985.

Songs of varying degrees of difficulty, accompanied by tape for Grade 4 and up. Teaching suggestions developed for each song.

Sing mit mir. Die schönsten Volks und Kinderlieder. München: Meisinger Verlag, 1988.

Hardbound songbook with 146 songs, many incorporating Orff accompaniments, colorful pictures.

Willkommen Lieber Tag I und II, Diesterweg Verlag ISBN 3-425-03717-X

Collection of songs traditionally used in elementary school classrooms in Germany.

Visuals

W. Lohfert, J. Scherling. *Wörter, Bilder, Situationen*. München: Langenscheidt, 1983.

Black & white pictures incorporating thematic vocabulary.

Teaching Methods

130 Didaktische Gruppenspiele für Kinder von 3-8, Don Bosco Verlag

100 Spiele zur Förderung der Kreativität im Vorschulalter, Don Bosco Verlag

Praxis der Vorschulerziehung. Band I, II und II Kallmyer'sche Buchhandling

ISBN 3-7800-3011-X.

MAGAZINES

Teddy available from: Verlag J.F. Schreiber

Spielzeitung: Issues contain word puzzles, recipes, cartoons, pictorial articles, sports column, games to play, a pull out game, crafts, short articles. Available from: International Book Center.

Sesamstraße

Games, puzzles, comics, short articles

Available from: International Book Center.

RECOMMENDED CATALOGS/MATERIALS

Inter Nations

Material on contemporary Germany, many visuals can be used in the K - 8 classroom. Materials are free of charge if requested on official order form contained in the catalog.

Kinder Lernen Deutsch Materials Bibliography Part II

Available from AATG (See page 25 in this document.)

Bibliography for the Teaching of German at Primary Level

Available from AATG, developed by the Australian Ministry of Education (See page 25 in this document.)

PUBLISHER'S ADDRESSES

Dürr-Kessler,
Buchhandlung und Verlag GmbH
Poststraße 16
5300 Bonn 1,
Germany

Early Advantage
47 Richards Avenue
Norwalk, CT 06857

Ernst Klett Verlag
Atten: Christiane Frederickson,
7327 Woodrow Drive
Oakland, CA 94611
Telephone: 415-339-2721

Gessler Publishing Co. Inc.
55 West 13th St.
New York, NY 10011
Telephone: 1-800-456-5825

Gilde-Buchhandlung Carl Kayser
Poststraße 16, Postfach 1649
5300 Bonn 1
011-49-228 63 8351/52

Langenscheidt Publishers
46-35 54th Road, Maspeth, NY 11378
Telephone: 718-784-0055
800-432-6277
FAX: 718-784-0640

National Textbook Company
4255 West Touhy Ave.
Lincolnwood, IL 60646-1975
Telephone: 1-800-323-4900

Verlag J.F. Schreiber
Postfach 285
7300 Esslingen
Germany

Verlag für Deutsch (Hueber)
Max-Hueber Straße
D8045 Ismaning/München
Germany
Telephone: (089) 9602325
Fax: (089) 9602358

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Germany
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Fax: (0228) 80-457

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